

Chapter - II

Review of Related Literature

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REVIEW OF RELATED LITERATURE

Research takes advantage of the knowledge, has accumulated in the past as a result of constant human Endeavour. It can never be undertaken in isolation from the work that has already been done on the problems, which are directly or indirectly related to the study proposed by a researcher. A careful review of the research journal, books, dissertation, thesis and other source of information on the problem to be investigated is one of the important step in the planning of any research study.

PURPOSE OF THE REVIEW

Review of the related literature, besides allowing the researcher to acquaint herself with current knowledge in the field or area in which he/she is going to conduct research, serves the following purposes–

- The reviewing of related literature enables the researcher to define the limits of her fields.
- By reviewing the related literature the researcher can avoid unintentional duplication of well-established findings.
- Through the review of related literature the researcher can avoid unfruitful and useless problem areas.
- The review of related literature gives the researcher an understanding of the research methodology, which refers to the way the study to be conducted.

- The final and important specific reason for reviewing the related literature is to know about the recommendation of previous researcher listed in their studies for further research.

REVIEWS

1. Jennifer Swift-Morgan Studied about the "community participation" in schooling in southern Ethiopia. She collected data from the parents, students, teachers and educational authorities in southern Ethnographic method. Her study clearly indicate that community participation can vary widely according to both the domain, the extent of participation as well as in the terms of "Who' in the community is engaged. The evidence also suggest that community participation in schooling can indeed contribute to increase in educational access and quality but its impact varies according to form and, hence it is not automatically positive. These conclusions have important implications for making policies in community participation, particularly in the areas of decentralization, school finance policy, girls education and learning situations. Above all, the findings demonstrate that one cannot take the term "community participation" at face value. Government aid agencies, NGO, activists and local stakeholders may all use the phrase, but without a closure look behind the discourse. One cannot assume to know how community Participation is currently manifested or the nature of participation being promoted (Harvard edu. review)
2. Ashwini Kumar Garg - Effect of Village Education Committee on the working of primary education.

Objectives: The main objective of the study were –

- 1- To study the role of VEC in school management and developmental planning.
- 2- To study the role of VEC in fulfilling the material needs of school.
- 3- To study the role of VEC in improving results and enrollment rate of children.
- 4- To study the role of VEC in maintaining the regularity of the teachers.
- 5- To study the attitude of teacher and parents towards VECs.

Conclusion

Following conclusion were drawn by the researcher –

- 100% VEC conducts meeting every month. In meetings 50% members are present in 20% VECs, 70% members and more than 75% members in 10% VECs.
- According to teachers the enrollment rate, retention rate and development of school has improved because of the effectiveness of village education committee.
- According to parents 75% of VEC members meets them during the visit of their village and 25% do not meet.
- In meetings, they generally discusses about the various school related problems and physical development of school. Very few talks about the quality improvement of educational process.

(Paripakshya Dec - 2004)

3. Ninad in Orissa. is an innovative idea to mobilize the community and create awareness among them about different key issues of the

District Primary Education Programme. Through community mobilization programme, the community is expected to be involved in the primary education programme and ensures enrollment and retention. The awareness programme is intended to put forward its school related issues in the right perspectives and avail itself to the opportunity offered by DPEP, the goal of which is Universalization of primary education. The success of DPEP depends on involvement and participation of the community in the entire school programme, which seeks identification of needs and planning systematically. To fulfill the needs VECs have been formed and its members are trained in their role and responsibilities. Mother teacher association, parent-teacher association and women organizations are advised through training to create awareness.

Outcome of Ninad

Community participation in DPEP has become visible. A number of positive outcomes of community participation have been observed such as—

- People motivated towards education and parents towards enrollment of their children.
- Achievement in terms of increased enrollment in villages having schools.
- 1, 4, 221 School going age children were enrolled on the spot and 78, 480 number of out of school children were identified.

- Community generated demand for opening of 1985 number of alternative schooling centers in unserved habitations.

4. MUTHAYA B.C. :

Attitude to children's education: an opinion analysis of villagers in development block in Hyderabad (1972)

The investigation attempted to study the attitude of villagers to children's educations. The sample consisted of respondents drawn from seven villages in the Chavella block of Hyderabad city. Total respondent was 684. Out of which 342 were males and 342 were females having different socio-economic status. The study reported the following findings.

- 53.7% respondents were optioned that children below five years could be sent to school of which there 61.1% males and 46.2% were females.
- The education to girls is not a wasteful expenditure was believed by 64.3% respondents. This pattern of response was found among both males and females, however a considerable percentage of female respondents (35.1) believed that giving education to girl was wasteful expenditure.
- A higher % of respondents (55.8) felt that girls should not be given as par with boys. This view was more prevalent among females (59%) then among males (52.4%)
- A considerable % of males (46.8) agreed to the view that girls should not be discriminated against males with regard to extent of education.

5. LOK JUMBISH –

It began with a vision: to transform the educational scenario in Rajasthan, initiated in 1992. It is supported by State, the Government of India and the Government of Rajasthan. One of the main challenges faced by Lok Jumbish was to bring the village community especially women into the educational orbit. Another significant challenge was to devise a sound educational management which could avoid the rigidities and inefficiencies in education. The technique of "School mapping" is Lok Jumbish's special contribution to the task of mobilizing people for education. This begins with its work as building a rapport with members of the community who are interested in improving education standards in the village. These members are called the prerak dal.

Along with school mapping careful micro planning at village level makes it possible to monitor the participation of every child in primary education- it also stresses the empowerment of women. Along with the prerak dal, suitable women are identified who can lead the mahila samooch.

Lok Jumbish of course, has its problems and weaknesses. Though enrollment and retention have gone up, pupil achievement in LJ school have been modest. LJ's impact on the importance of women education has met with partial success. But this does not detract from the value of what has been achieved. As one independent evaluation report observes, the project has demonstrated high sensitivity and a real life tightrope walking ability.

6. The Samanvaya Ashram in Boadhgaya, Bihar has been engaged in social welfare activities for the upliftment of the backward and disadvantaged communities since its establishment in 1954. Since 1978, the Ashram runs 350 NFE centers to impart education to children in the 6-14 years age group. In 1988, a major programme was launched.

Objectives: The major objectives of the project are to:

- 1- Universalize elementary education among children of backward and disadvantaged communities.
- 2- Correlate education with the development of community in all spheres.
- 3- Make education more life – oriented and suited to the specific needs of the community.
- 4- Impart – education through cultural and productive work.

The project activities have led to a number of benefits such as –

- 1- Overall development of villages.
- 2- Induction of values among the neo-learners especially the children.
- 3- Promoting enrollment of dropout and not starters.
- 4- Awareness generation due to Adult literacy programme.
- 5- Raising the health status of the community especially the children, due to practical inputs/efforts of the project functionaries.
7. The Mamidipudi Venkatarangaiya Foundation (M.V.F.) :

A registered trust as a research institution focusing on issues related to social change. Since 1991, the organization has been working in a mission mode to build the capacities of the

community in the rural areas of Ranga Reddy district for abolition of child labour by universalizing school education.

Objective –

- Build a consensus through community participation that no child must work and all children must attend full time formal day school.
- Withdraw children from work and
- Retain all children in school

The effort of the MVF has led to:

- 1- Improvement in enrollment and retention of children of the elementary stage.
 - 2- Improvement in formal School environment, facilities and teaching learning practices.
 - 3- Better functioning of schools due to regular monitoring by community.
 - 4- Improvement in quality of teaching and learning.
 - 5- Increases in number of children passing high school.
8. SSA Intervention and Community Participation in Kerala -

Kerala has already achieved universalization of enrollment in elementary education. The number of out of school children is only 13801 and they are enrolled 496, Community participation ensures quality education to all the children by appropriate attitude among children, parents and teachers.

Some good practices under the initiations of community participation.

- (a) Setting up of library with modern equipments-

The PTA of a school in Cherplarey BRC, Plakad district has set up a library with pace building books, reference books, computer. TAV etc. The children, parents and the community members are allowed to use the library.

- (b) Work experience programme and socially useful productive work.

There is school in Kozhikode district where the parents and children engaged in the production of useful items under work experience in large scale.

- (c) Formation of female volunteer team –

There is a school in mannarkkad BRC where the PTA has formed a 70 members female volunteer team for the purpose of importing remedial programme to the children, to arrange literacy programmes for the parents.

- (9) Joyce Epstein –

As with most work on school community, Epstein focuses on parents. In fact her initial framework entrained five components, all are focuses on parents. A sixth "Collaborating with the parents" was added only after further research (sanders, & Epstein 2000) Epstein's basic vision starts with a view of schools families, and communities as overlapping circles of influence that all affects student achievement and development. When focused on parents involvement Epstein's vision is broad based and inclusive fundamentally, she seeks a true collaboration between families and their school stressing for example the importance of "two-way"

communication and real parent participation in school decision making.

When Epstein and her colleagues turn to discussions of "community", however, Their perspectives was narrow For eg., the "community" is not really included in Epstein's (2001) discussions of "two-way communication" and participation in decision making she focuses, instead, almost entirely on parents and whom she does spear about communities, she stresses instead, the resources that they can provide to schools and the ways that communities can either reinforce "school and family goals for student learning and success: or redirect" Student way from school or family goals (Epstein 2001, P. 475) in other words communities are helpful to schools when they supports the school's mission and harmful when they resist or criticize the mission in some way.

10- Comer/Schools/School Development Project (SDP) -

Vibrant community-school relationships can serpent efforts to improve teaching and learning in urban schools in many way. We know for eg. that teacher simple do not teach effectively when they hold inaccurate deficit vision of children Families, and communities. Nor can they scaffold their instruction on what students already know it. They do not acknowledge the skills and capacities that children bringing with them. More generally teachers, parents and community members cannot work together effectively if they do not understand each other. And I have noted that a growing collection of scholar's have increasingly come to understand that without robust community participation there is

little hope that most comprehensive school reform effects can be sustained over the long time are a natural link to the communities in which schools are located (Because they) bring a community perspective to planning and management activities. In this way, comer's model implicitly diverts the SDP away from larger visions of community.

11. Vinay K. Kantha, Daisy Narain published a paper in which there is a study conducted by NIEPA as a part of the Second All India survey of educational administration titled "Educational Administration in Bihar", studied the role and function of VECs. The studies are focused on the VECs in the villages Itachildri, situated in Bera block in Ranchi and Jonha situated in the Angare block of Ranchi. While Jonha is almost a tribal village, Itachildra has an equal proportion of tribal and other castes.

The VEC formed according to the earlier notification of 1988 by the state government suffered form the basic of the mukhiya being the president. During 1991-1992, BEP restructured the character of the VECs. The president is now directly elected by the Gram Sabha and mukhiya is not necessary the president. Instead of village- level committee school wise VECs have been constituted and Rs. 2,000/- is provided to the VEC, with a 5 day training to the members.

The study notes that despite the reconstruction problems still exist. Village-level dynamics plays its sole influential persons want their own representatives in the VEC. In spite of the fact that VECs

claim to carried out its functions, it was found that 35% of the people surveyed at Jonha did not know that there was a VEC in this respect; Elichildri VEC appears to have greater popularity. At both places, the general opinion was that VECs have contributed towards improving the enrollment of children, but not the improvement of school building. All the teachers reported that VEC do not prepare plans. The reports draw the following conclusions –

- 1- Influential persons in the village secure a place for themselves or their favorites.
- 2- Where there are experienced, retired persons are involved, the performance is better. VECs are not reconstituted according to the provision after two year.
- 3- While meetings should be held once in a month the frequency of the meetings, gradually decline after the initial period.
- 4- The training is quite ineffective.
- 5- The main difficulties are financial and administrative. As nothing can be charged in areas where half the population is living below the poverty line, the prospect of mobilization of donation is very weak.
- 6- There are administrative lapses. Even on the request of the VEC, irregular teachers are not transferred, while good teacher are transferred without consulting them.